

South Carolina Department of Education

Office of Special Education Services

Monitoring Overview and Rubric (MOR) for IEP Development

Item #	Inquiry	Components and Corresponding IDEA Sections and Regulations	Review Documents
1	Did the LEA take the required steps to ensure that the parents could meaningfully participate in the IEP process and did the LEA obtain parent consent when necessary?	<p>Did the LEA proposing to conduct an initial evaluation obtain informed consent from a parent before conducting the evaluation? [20 U.S.C. § 1414(a)(1)(D); 34 C.F.R. § 300.300(a)]</p> <p>Did the LEA obtain informed consent for reevaluation if new data was needed? [20 U.S.C § 1414(c)(3); 34 C.F.R. § 300.300(c)]</p> <p>Did the LEA provide notice to the parents that described any evaluation procedures the agency proposed to conduct? [20 U.S.C. § 1414(b)(1); 34 C.F.R. § 300.304(a)]</p> <p>In conducting the initial evaluation or reevaluation, did the LEA use information provided by the parents? [20 U.S.C. § 1414(b)(2)(A); 34 C.F.R. §§ 300.304(b)(1), 300.305(a)(2)]</p> <p>Were the parents given a copy of the evaluation report? [20 U.S.C. § 1414(b)(4)(B); 34 C.F.R § 300.306(a)(2)]</p> <p>Did the LEA provide timely notification of the time and place of IEP team meeting and takes steps to ensure participation (e.g., varied attempts to notify parents, offer to change time and/or place, or offer of alternative means of meeting participation, such as video conferences and conference calls to encourage parent participation)? [20 U.S.C. § 1414(f); 34 C.F.R. §§ 300.322(a) and (c), 300.328]</p> <p>Did the LEA ensure that the parents understood the proceedings of the IEP team meeting, including arranging for an interpreter for</p>	<p>IEP Signature Page</p> <p>Consent for Evaluation</p> <p>Referral/Evaluation Plan</p> <p>Notice of Meeting</p> <p>Contact Notes/Logs</p> <p>Evaluation/Reevaluation Report</p> <p>Consent for Initial Provision of Services</p> <p>Medicaid Consent Form</p>

		<p>parents with deafness or whose native language is other than English? [34 C.F.R. § 300.322(e)]</p> <p>Was a description of the procedural safeguards provided to the parents? [20 U.S.C. § 1415(d); 34 C.F.R. § 300.504]</p> <p>Did the LEA obtain informed consent from a parent before providing special education and related services? [20 U.S.C. § 1414(a)(1)(D)(i)(II); 34 C.F.R. § 300.300(b)(1)]</p> <p>Did the LEA obtain any other necessary consent prior to providing services (<i>e.g.</i>, Medicaid)? [34 C.F.R. § 300.300 (d)(2) and (3)]</p>	
2	Did the LEA ensure that necessary parties were invited to and/or participated in the IEP team meeting(s)?	<p>Did the IEP team include a representative of the LEA? [20 U.S.C. § 1414(d)(1)(B); 34 C.F.R. § 300.321(a)]</p> <p>Did the IEP team include a general education teacher of the child? [20 U.S.C. § 1414(d)(1)(B); 34 C.F.R. § 300.321(a)]</p> <p>Did the IEP team include a special education teacher or provider for the child? [20 U.S.C. § 1414(d)(1)(B); 34 C.F.R. § 300.321(a)]</p> <p>Did the IEP team include an Individual who could interpret the instructional implications of evaluation results? [20 U.S.C. § 1414(d)(1)(B); 34 C.F.R. § 300.321(a)]</p> <p>For a child previously served under Part C, was an initial invitation sent to the Part C representative? [20 U.S.C. § 1414(d)(1)(D); 34 C.F.R. § 300.321(f)]</p> <p>Did the LEA obtain consent to invite a representative of any participating agency that is likely to be responsible for providing or paying for services? [20 U.S.C. § 1412(a)(12); 34 C.F.R. § 300.321(b) (3)]</p> <p>Did the LEA invite a representative of any participating agency that</p>	<p>IEP Signature Page</p> <p>Notice of Meeting</p> <p>Outside Agency Permission</p> <p>Other participation documents provided by LEA</p>

		is likely to be responsible for providing or paying for services? [20 U.S.C. § 1412(a)(12); 34 C.F.R. § 300.321(b) (3)]	
3	Did the LEA adhere to required time lines and procedures, including those for initial evaluations and reevaluations?	<p>Was the initial evaluation conducted within 60 days of parental consent? [20 U.S.C. § 1414(a)(1)(C); 34 C.F.R. § 300.301(c)(1)]</p> <p>Is there evidence that the IEP was reviewed not less than annually? [20 U.S.C. § 1414(d)(4); 34 C.F.R. § 300.324(b)]</p> <p>Did the LEA conduct a reevaluation review no less than once every three years? [20 U.S.C. § 1414(a)(2)(B); 34 C.F.R. § 300.303(b)]</p> <p>Did the LEA follow the general eligibility criteria guidelines required by the IDEA? [20 U.S.C. § 1401(3); 34 C. F. R. §§ 300.8, 300.301, 300.304 - 300.306]</p> <p>Did the LEA follow the procedures for identifying children with specific learning disabilities? [20 U.S.C. § 1401(30); 34 C.F.R. §§ 300.307 - 300.311]</p> <p>Did the LEA conduct an appropriate reevaluation review? [20 U.S.C. § 1414(c); 34 C.F.R. § 300.305]</p> <p>For reevaluation, if it was determined that no additional data was needed, did the LEA explain the reasons for that determination? [20 U.S.C. § 1414(c)(4)(A); 34 C.F.R. § 300.305(d)(1)]</p> <p>For reevaluation, if it was determined that no additional data was needed, did the LEA notify the parents of their right to request an assessment? [20 U.S.C. § 1414(c)(4)(A); 34 C.F.R. § 300.305(d)(2)]</p> <p>If the IEP was amended outside of an initial or annual IEP team meeting, did the LEA follow the procedures and notice requirements for making changes to the IEP? [20 U.S.C. § 1414(d)(3)(D) & (F); 34 C.F.R. § 300.324(a)(4) and (6)]</p>	<p>IEP Dates Section</p> <p>Consent for Evaluation</p> <p>Evaluation/Reevaluation Reports</p> <p>Reevaluation Review</p> <p>IEP Amendment</p> <p>Prior Written Notice (PWN)</p>

4	Did the IEP team develop an appropriate statement of present levels of academic achievement and functional performance?	<p>Does the IEP describe the academic, developmental, and functional strengths and needs of the child? [20 U.S.C. § 1414(d)(3); 34 C.F.R. § 300.324(a)(1)]</p> <p>For a school age child (6-21), does the IEP include a statement of how the child’s disability affects the child’s involvement and progress in the general education curriculum? [20 U.S.C. § 1414(d)(1)(A)(i)(I)(aa); 34 C.F.R. § 300.320(a)(1)(i)]</p> <p>For a preschool child (3-5), does the IEP include a statement of how the disability affects the child’s participation in appropriate activities? [20 U.S.C. § 1414(d)(1)(A)(i)(I)(bb); 34 C.F.R. § 300.320(a)(1)(ii)]</p> <p>Does the IEP reflect consideration of current information (e.g., evaluations and other data)? [20 U.S.C. § 1414(d)(3); 34 C.F.R. § 300.324(a)(1)(iii) and (b)(1)]</p> <p>Does the IEP include sufficient findings for the development of measurable annual goals? [34 C.F.R. § 300.320(a)(2)]</p>	IEP PLAAFP Section
5	Did the IEP team appropriately identify in the IEP: special education and related services supplementary services: testing participation; and classroom and testing accommodations and modifications?	<p>Does the IEP include a statement of special education and related services and supplementary aids and services to be provided to the child or on behalf of the child? [20 U.S.C. § 1414(d)(1)(A)(i)(IV); 34 C.F.R. § 300.320(a)(4)]</p> <p>Does IEP document student participation in all general state- and district-wide assessment programs, with appropriate accommodations and alternate assessments? [20 U.S.C. § 1412(a)(16)(A); 34 C.F.R. § 300.320(a)(6)(i)]</p> <p>Does the IEP include a statement of the program modifications and/or supports school personnel will provide? [20 U.S.C. § 1414(d)(1)(A)(i)(IV); 34 C.F.R. § 300.320(a)(4)]</p> <p>If the student is taking the SC-Alt or is not taking a statewide or</p>	IEP Multiple Sections

		district wide tests, is there a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment is appropriate? [20 U.S.C. § 1414(a)(16)(C); 34 C.F.R. § 300.320(6)(ii)(A)(B)]	
6	Did the IEP team develop appropriate, measurable annual goals and designate how and when the goals would be measured and progress reported to parents?	<p>Does the IEP include a statement of measureable annual goals, including academic and functional goals designed to meet the student's needs that result from the child's disability, to enable the child to be involved in and make progress in the general education curriculum? [20 U.S.C. § 1414(d)(1)(A)(i)(II)(aa); 34 C.F.R. § 300.320(a)(2)(i)(A)]</p> <p>Does the IEP include a statement of measurable annual goals, including academic and functional goals designed to meet each of the child's other educational needs that result from the child's disability? [20 U.S.C. § 1414(d)(1)(A)(i)(II)(bb); 34 C.F.R. § 300.320(a)(2)(i)(B)]</p> <p>If the student is taking SC Alt, does the IEP include objectives or benchmarks? [20 U.S.C. § 1414(d)(1)(A)(i)(I)(cc); 34 C.F.R. § 300.320(a)(2)(ii)]</p> <p>Does the IEP include a description of <u>how</u> the child's progress towards the goals will be measured? [20 U.S.C. § 1414(d)(1)(A)(i)(III); 34 C.F.R. § 300.320(a)(3)(i)]</p> <p>Does the IEP include a description of when reports on the progress the child is making toward meeting the annual goals will be provided? [20 U.S.C. 1414(d)(1)(A)(i)(II); 34 C.F.R. § 300.320(a)(3)(ii)]</p>	IEP Goals Section
7	Did the IEP team develop appropriate measurable goals to address identified needs in the area of reading?	Does the IEP include a statement of measureable annual goals, including academic and functional goals designed to meet the student's needs that result from the child's disability, to enable the child to be involved in and make progress in the general education curriculum? [20 U.S.C. § 1414(d)(1)(A)(i)(II)(aa); 34 C.F.R. §	IEP Goals Section

		<p>300.320(a)(2)(i)(A)]</p> <p>Does the IEP include a statement of measurable annual goals, including academic and functional goals designed to meet each of the child's other educational needs that result from the child's disability? [20 U.S.C. § 1414(d)(1)(A)(i)(II)(bb); 34 C.F.R. § 300.320(a)(2)(i)(B))]</p> <p>If the student is taking SC Alt, does the IEP include objectives or benchmarks? [20 U.S.C. § 1414(d)(1)(A)(i)(I)(cc); 34 C.F.R. § 300.320(a)(2)(ii)]</p> <p>Does the IEP include a description of how the child's progress towards the goals will be measured? [20 U.S.C. § 1414(d)(1)(A)(i)(III); 34 C.F.R. § 300.320(a)(3)(i)]</p>	
8	Did the IEP team appropriately consider all relevant special factors?	<p>In the case of a child whose behavior impedes the child's learning or the learning of others, did the IEP team consider the use of positive behavioral interventions and supports, and other strategies, to address the behavior? [20 U.S.C. § 1414(d)(3)(B)(ii); 34 C.F.R. § 300.324(a)(2)(i)]</p> <p>In the case of a child with limited English proficiency, did the IEP team consider the language needs of the child as those needs relate to the IEP? [20 U.S.C. § 1414(d)(3)(B)(iii); 34 C.F.R. § 300.324(a)(2)(ii)]</p> <p>In the case of a child who is blind or visually impaired, did the IEP provide for instruction in Braille and the use of Braille unless the team determined that instruction in Braille or the use of Braille is not appropriate? [20 U.S.C. § 1414(d)(3)(B)(iv); 34 C.F.R. § 300.324(a)(2)(iii)]</p> <p>Did the IEP team consider the communication needs of the child? [20 U.S.C. § 1414(d)(3)(B)(iv); 34 C.F.R. § 300.324(a)(2)(iv)]</p> <p>In the case of a child who is deaf or hard of hearing, did the IEP team</p>	<p>IEP Special Factors Section</p> <p>BIP</p> <p>FBA</p>

		<p>consider the child's language and communication needs? [20 U.S.C. § 1414(d)(3)(B)(iv); 34 C.F.R. § 300.324(a)(2)(iv)]</p> <p>In developing the IEP did the team consider the need for assistive technology devices and services? [20 U.S.C. § 1414(d)(3)(B)(v); 34 C.F.R. § 300.324(a)(2)(v)]</p>	
9	Did the IEP team appropriately explain the extent to which the student will not participate in general education classes and activities, and the IEP team's decisions with respect to least restrictive environment (LRE)?	<p>Is there a statement in the IEP of the amount of time the student will spend in the special education or general education environment? [20 U.S.C. § 1414(d)(1)(A)(i)(5); 34 C.F.R. § 300.320(a)(5)]</p> <p>Is there a statement that the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily for the time the student is removed from the general education environment? [20 U.S.C. § 1412(a)(5)(A); 34 C.F.R. § 300.114(a)(2)(ii)]</p> <p>Was the student removed from education in age-appropriate general education classrooms solely because of needed modifications in the general education curriculum? [20 U.S.C. § 1412(a)(5); 34 C.F.R. § 300.116(e)]</p> <p>Does the IEP include an explanation of the extent, if any, to which the child will not participate with nondisabled children in regular classes and in activities? [20 U.S.C. § 1414(d)(1)(A)(i)(V); 34 C.F.R. § 300.320(a)(5)]</p>	IEP LRE Section
10	Did the IEP team appropriately consider the need for extended school year services?	<p>Did the IEP consider whether extended school services are necessary for the provision of FAPE for the student? [34 C.F.R. § 300.106(a)]</p> <p>If so, was the IEP team's determination made on an individual basis? [34 C.F.R. § 300.106(a)]</p>	<p>IEP ESY Section</p> <p>ESY Program</p>
11	Did the LEA provide appropriate notice (PWN) to	Was a prior written notice (PWN) provided to the parents for any proposal or refusal to change the student's program? [20 U.S.C. §	PWNs

	the parents a reasonable time before changing, or refusing to change, the student's eligibility, evaluation, program, or placement?	<p>1415(b)(3); 34 C.F.R. § 300.503]</p> <p>If so, did the PWN include:</p> <p>(1) A description of the action proposed or refused by the agency;</p> <p>(2) An explanation of why the agency proposes or refuses to take the action;</p> <p>(3) A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;</p> <p>(4) A statement that the parents of a child with a disability have protection under the procedural safeguards and the means by which a copy of a description of the procedural safeguards can be obtained;</p> <p>(5) Sources for parents to contact to obtain assistance in understanding the IEP or IEP process;</p> <p>(6) A description of other options that the IEP Team considered and the reasons why those options were rejected; and</p> <p>(7) A description of other factors that are relevant to the agency's proposal or refusal.</p> <p>[34 C.F.R. § 300.503(b)]</p>	
12	For a transitions age student, did the IEP team appropriately develop: measurable postsecondary goals; a statement of transition services, including courses of study; and, when appropriate, a notice to the student and parents of the transfer of rights?	<p>Did the IEP team invite the child with a disability to the IEP meeting? [34 C.F.R. § 300.321(b)(1) and (2)]</p> <p>Did the IEP meeting notice include the purpose of the meeting to include a discussion of transition services, indicate that the agency has invited the student, and identified any other agency that will be invited to send a representative? [20 U.S.C. § 1414(d)(1)(A)(i)(VIII); 34 C.F.R. § 300.321(b)]</p> <p>Are there appropriate measureable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills? [20 U.S.C. § 1414(d)(1)(A)(VIII)(aa); 34 C.F.R. § 300.320(b)(1)]</p> <p>Does the IEP include the appropriate transition services, (including courses of study) needed to assist the student in meeting the</p>	<p>IEP Post-Secondary Consideration Section</p> <p>Notice of Meeting</p> <p>Transfer of Rights Notice</p>

		<p>postsecondary goals? [20 U.S.C. § 1414(d)(1)(A)(VIII)(bb); 34 C.F.R. § 300.320(b)(2)]</p> <p>Is there evidence of notice being provided to both the child and the parents regarding the transfer of rights if the student with a disability has reached, or is about to reach, the age of majority under State law? (Age 18) [20 U.S.C. § 1415(m); 20 U.S.C. § 1414(d)(1)(A)(VIII)(cc); 34 C.F.R. § 300.520(a)]</p>	
13	<p>If there was disciplinary action that involved a potential change in placement for the student, did the LEA follow the applicable procedures?</p>	<p>Did the LEA notify the parents of a removal constituting a change in placement because of a violation of a code of conduct on the date on which the decision was made and did the LEA provide the parents with a copy of the procedural safeguards? [34 C.F.R. § 300.530(h); § 300.504(a)((3)]</p> <p>If the student suspended from school for more than 10 days, did the LEA provide services beginning by the 11th day of suspension? [20 U.S.C. § 1415(k)(1)(D); 34 C.F.R. § 300.530(b)(2)]</p> <p>If the student's removal was a change of placement, did the IEP team determine the appropriate services and setting, to enable the child to continue to participate in the general education curriculum, although in another setting and to progress toward meeting the goals set out in the IEP? [20 U.S.C. § 1415(k)(1)(D); 34 C.F.R. § 300.530(d)(1)(i)]</p> <p>Was a manifestation determination review held within 10 school days of the change of placement? [20 U.S.C. § 1415(k)(1)(E); 34 C.F.R. § 300.530(e)(1)]</p> <p>Did the manifestation determination review team members consist of the parent and relevant members of the IEP team? [20 U.S.C. § 1415(k)(1)(E); 34 C.F.R. § 300.530(e)(1)]</p> <p>Did the participants in the manifestation determination review address these questions:</p> <ul style="list-style-type: none"> • Was the conduct in question caused by, or had a direct and 	<p>Discipline Notices</p> <p>Manifestation Determination Review (MDR)</p> <p>Discipline/Attendance Records</p> <p>FBA</p> <p>BIP</p> <p>Notice of Meeting</p> <p>PWN</p>

		<p>substantial relationship to, the child's disability;</p> <ul style="list-style-type: none"> • Was the conduct in question a direct result of failure to implement the IEP? <p>[20 U.S.C. § 1415(k)(1)(E); 34 C.F.R. § 300.530(e)(1)]</p> <p>If the misbehavior was a manifestation of the student's disability, did the IEP team conduct a FBA, if one did not previously exist, or develop or revise an existing BIP to address the behavior? [20 U.S.C. § 1415(k)(1)(F); 34 C.F.R. § 300.530(f)(1)]</p> <p>If the misbehavior was determined not to be a manifestation of the student's disability or the student is removed due to special circumstances (drugs, weapons or serious bodily injury), did the student receive, as appropriate, an FBA or behavior intervention services or modifications to address the behavior violation so that it does not recur? [34 C.F.R. § 300.530(d)(1)(ii)]</p> <p>If the student had a series of removals, did the LEA consider whether the removals constituted a pattern? [34 C.F.R. § 300.536]</p>	
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